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AUTHOR Cooper, Elmer; McCarty, Glenn
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ABSTRACT

A three-day conference on articulation was held with 35 teachers from 7 high schools and New River Community College. Five committees were formed--Business, English, Guidance, Math and Science, and Occupational--to consider problems and seek solutions. Each committee identified numerous problems that could be solved through articulation. Many committee recommendations require action at the superintendent and college president levels; therefore articulation is needed between head administrative officers. A Steering Committee was elected to present the recommendations to high school and community college administrators and to coordinate future articulation efforts. It is recommended that school division administrators consider references to future meetings and schedule inservice education days accordingly. Each school should have a curriculum committee with each department and guidance area represented. (Author/KM)

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Organization and Proceedings of the

N E W R I V E R A R T I C U L A T I O N C O N F E R E N C E

April 28; May 5; May 12, 1973

New River Community College, Dublin, Virginia 24084

An Effort To: Increase instructional efficiency

Reduce student transfer stress

Increase accountability

Establish communication lines

New River Community College in Cooperation
With Area High Schools:

Blacksburg
Christianburg
Dublin
Floyd Co.
Pulaski
Radford
Shawsville

by:

Elmer Cooper and Glenn McCarty

Virginia Polytechnic Institute and State University

Interns at New River Community College in Community College Administration

JC 730 123

UNIVERSITY OF CALIF.
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May 31, 1973

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CONFERENCE SUMMARY AND IMPLICATIONS

The New River Articulation Conference was initiated by New River Community College. Following articulation conferences of short duration with school division superintendents and instructors of occupational programs, a federal grant was obtained to finance a three-day conference with thirty-five teachers. The participants were faculty members from seven high schools and New River Community College (NRCC).

The participants were selected by school division superintendents and the community college Division Chairmen. Four of the five school divisions in the NRCC service area participated.

Since the federal grant was less than requested, the number of participants from any one school division was inadaquate to provide maximum effectiveness of the conference. However, valuable groundwork outlining problems and procedures was laid.

Five committees were formed, i.e., Business, English, Guidance, Math and Science, and Occupational to consider problems and seek solution to those problems in each area. The conference was planned and directed by two coordinators within the framework of the grant. While tentative agendas were planned for each of three days, the committees had responsibility for finalizing their own agendas according to committee needs. A consultant was available the first day to help each committee define its problems and plan a course of action to solve them. A general meeting of all participants was held daily to hear committee reports and permit interaction between committees and individuals.

Each committee identified numerous problems which could be solved through articulation. While solutions to some problems were found, many were left for future attention. Many committee recommendations require action at the superintendent and college president levels; hence articulation is needed between

head administrative officers to bring many of the valuable recommendations to fruition.

A Steering Committee was elected at the conclusion of the conference to present the recommendations to high school and community college administrators. Also, the Steering Committee was charged with the responsibility for coordinating future articulation efforts.

Since classroom teachers have rigid schedules and are fully occupied by responsibilities in their own schools, it is unrealistic to expect articulation to continue without inservice or released time to do it. Therefore, the many committee references to future meetings should be considered by school division administrators and inservice education days should be scheduled on the same day by all five school divisions in the NRCC service region to provide time for teachers of each subject area to come together for articulation purposes. Secondly, it would seem highly desirable to have a curriculum committee in each school with every department and the guidance area represented. Thirdly, counselors from the community college and the high schools should participate in curriculum committee activities at both levels to improve guidance proficiency as students move from one system to the other.

In conclusion, the participants in the conference expressed a high degree of satisfaction and accomplishment. At the same time, much disappointment and frustration was expressed concerning the absence of colleagues in each area. Therefore, it is strongly recommended that every school be represented in future articulation efforts. While much benefit resulted from the conference, there is still much to be done, as outlined under each committee in the preceding section of this report. For maximum benefit from articulation, input is required from all parties concerned. We must look to the Steering Committee for leadership in this regard, and to administrative support from the school divisions and New River Community College for the benefits of articulation to impact upon the educational process here.

HISTORY

New River Community College is located in Dublin, Virginia, which is a fairly central location to the region it serves. The region of the state served by New River Community College includes the counties of Floyd, Giles, Montgomery, and Pulaski, as well as the city of Radford.

New River Community College is one of five colleges which evolved out of strong vocational-technical schools as a result of 1966 legislation by the Virginia General Assembly. This legislation created the Virginia Community College System. In August of 1969 a local board was organized and in October of the same year the new college at Dublin was named New River Community College. Today the system is comprised of 23 prospering community colleges spread across the commonwealth.

Virginia, like many other states, has seen tremendous growth recently in the community colleges and comprehensive education programs at the secondary level. To a great degree, this growth has been simultaneous, and duplication of efforts has resulted at these two levels of education in several areas of the state.

This problem was recognized by leaders at New River Community College and the surrounding secondary schools. A coordinated effort was seen as the best means of eliminating or minimizing duplication of programs. For this reason, New River Community College has taken the lead in coordinating organized articulation efforts within and among the schools.

In May of 1972, a conference was held with the region's vocational administrators, which included directors of instruction, principals, supervisors and directors of vocational education. Dr. W. Robert Sullins, President of New River Community College pointed out that changes were not being sought in the quality secondary programs of the region, which have as their primary goal the training of students for employment, but that the college

was seeking:

1. an efficient way for students to continue their educational experience without duplication in programs.

2. the best, most highly trained person in the shortest time for the sake of employers who so desperately need these personnel.

3. the best, most efficient job of educating the young so that all concerned would truly be more accountable to the taxpayer.

Dr. Sullins deemed articulation from the secondary schools of the various school divisions served by New River Community College to be most important at this time. He pointed out that there is a need to work out formal agreements where they will fit into the various community college programs. The elimination of duplication in programs was designated as a target for those in attendance, and for those who will plan and coordinate programs in the future.[1]

As a result of this conference, it was determined that the best means of coordinating programs for improved articulation would be to ask those currently teaching in the designated areas to attend a second meeting along with their counterparts from New River Community College. A meeting was scheduled for those people having expertise in the previously identified areas to begin coordinating and developing some plan that would permit a good articulation process between secondary programs and the community college programs.

On the afternoon of May 18, secondary teachers from the designated programs (auto mechanics, business, drafting, and machine shop) met with their counterparts from New River Community College. After the objectives for the conference were stated and discussed, the various curriculum groups met in

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1 Lewis, Jack R., "New River Community College Articulation Project," (Dublin, VA: 1972), pp 1-7.

separate classrooms for an item-by-item discussion of the objectives. At the end of the group discussion period, the participants came together to present and hear oral reports.

The following was stated as the ideas and plans of the four groups:

Auto Mechanics

The determination was that since only one secondary auto mechanics program will be graduating students in the Spring 1972, that being the program of the Giles County Vocational School, and that none of those graduating plan to attend New River Community College, no immediate need was seen for formal articulation agreements. This being the case, the group decided that it would plan additional meetings in the fall 1972 so as to work at the problem and develop the necessary criteria for advanced placement by the end of the 1972-73 school year.

This curriculum group plans to investigate "already devised" competency examinations in the automotive field. It was suggested in the report that both Ohio State University and the University of Tennessee have done work in this area.

No need was seen at this time for either consultants or the input of students who have experienced the duplication of the secondary and New River Community College programs in automobile mechanics. It was pointed out that only one student has experienced both programs thus far, but that this situation will certainly change when facilities currently under construction in the region are completed and more students begin graduating from secondary programs and attending New River Community College.

The automotive teachers saw no reason at this time to investigate other articulation projects of a similar nature.

Business

This report indicated that the business curriculum group felt that a one-week summer workshop would be very beneficial for determining criteria for advanced placement.

The reporter said that the group would like the workshop conducted by State Department personnel, and attended by Directors and Instruction from the various school divisions, teachers in the high schools, colleges and universities, teachers in New River Community College,

and students who have experienced both programs at the two levels of education. Although students' ideas were felt to be very important to the development of the workshop, this group felt the number of students involved should be no more than five, and that they should be in attendance for about two days only.

Purposes of the conference were seen as the following:

a. Comparison of the present offerings in the secondary schools and those of the community college to determine what duplication, if any, exists.

b. To study the possibility of proficiency tests for advanced placement.

c. To compare standards.

This group also felt that follow-up meetings to the summer workshop, perhaps in the fall for one or two days, would be needed and that teachers could probably be released from teaching duties for this purpose.

A study of other articulation projects was felt to be important in that what others have done and how they have gone about it would serve as a guideline for this group and project.

Drafting

The curriculum group for drafting determined the following as being possible means of determining criteria for advanced placement.

It was suggested that copies of course outlines be exchanged, that a reporting system be developed for the use of a high school teacher in evaluating a student's capabilities and referring him to the community college, but that the community college should, in the end, decide the criteria for advanced placement.

Consultants were seen as a needed aspect of the task. Also, the involvement of guidance personnel at the local and state level plus the involvement of students who have taken drafting at both levels was seen as being a possible asset to the group working on this problem of articulation.

When considering the idea of studying other articulation projects of the same nature, the group determined that reports on other projects would be very helpful.

Also, it was decided that if the need exists for additional meetings, they should be held.

Machine Shop

Realizing that duplication does exist in the three machine shop programs now operating, and to some extent in the maintenance mechanics

program in Floyd County, the teachers in this group agreed that it must attack the problem for the benefit of students continuing their training at New River Community College.

Plans are to investigate testing as one means of evaluating a student's knowledge. Both written and practical tests are to be examined. Also, these teachers plan to determine instructor rating methods as to ability, achievement of a related nature, attitudes, and machining skills.

Rather than have students who have entered New River Community College after completing a machine shop program at the secondary level attend future meetings of the curriculum group, these instructors plan to use an instrument to determine the student's evaluation of the articulation process between the secondary programs and those of the community college.

This group does plan to meet in the Fall 1972 to work on the project and eliminate the needless duplication.[2]

Due to a variety of circumstances, the fall meetings did not materialize and several of the anticipated objectives of the various groups were not obtained. Therefore, the need for further articulation efforts was recognized by New River Community College officials and plans for a more comprehensive conference were begun.

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[2]IBID, pp. 11 - 14

INTRODUCTION

During the years of 1971 and 1972, New River Community College did much groundwork in articulation. Furthur articulation plans scheduled for the summer and fall of 1972 failed to materialize. Even though articulation was an acknowledged, critical need of the educational institutions, scheduling a meaningful program at a convenient time for all parties involved proved to be a difficult task.

The leadership at New River Community College felt they had exhausted local resourses to promote articulation unless financial aid could be obtained to support a more concentrated workshop involving classroom instructors. New River Community College was successful in writing a proposal and receiving federal funds to support a three day workshop conference.

This federal project provided funds to pay the conference participants (instructors) a stipend of $30.00 a day; also, approximately $450.00 was provided for consultant services and travel. New River Community College provided the finances for miscellaneous supplies such as paper, pencils, name tags, telephone calls, etc. Secretarial services were also provided by New River Community College.

To give this conference further support, a graduate course was arranged through Virginia Polytechnic Institute and State University for three quarter credits fo. those qualified. Extra meetings and work were required for those desiring credit.

The authors of this report, Elmer Cooper and Glenn McCarty, were serving an internship at New River Community College in community college administration at the time of this conference. The director of this project, Dr. W. Ronald McCarter, felt that such an undertaking required additional attention and delegated the responsibility of coordinating the conference to the interns. Immediate attention was given to the development of conference objectives, organization, and the identification of participants.

CONFERENCE OBJECTIVES

After a review of literature and discussion with NRCC leaders, and in conjunction with the objectives outlined in the federal project, the following objectives for the conference were developed.

Objectives of Articulation Conference:

A. General Objectives:

1. Develop a philosophy of articulation.
2. Develop objectives for program articulation.
3. Develop future strategies for articulation.
4. Develop a structure for continuing articulation in the New River Community College service area.
5. Make substantial progress in articulating current programs.

B. Specific Objectives:

1. Review curricula of high school and college programs to eliminate unnecessary duplication and omissions.
2. Make mutual visits of facilities at the secondary schools and the Community College.
3. Review courses of study for various subject areas to identify inconsistencies in course content of the various high schools.
4. Study placement procedures and requirements.
5. Familiarize participants with existing requirements of post-secondary curriculums.
6. Develop summer college programs for high school pupils.
7. Compare remedial and preparatory programs at both levels.
8. Consider the possibility of future joint workshops.
9. Develop other procedures to help reduce adjustment stress on students transferring from high school to NRCC.
10. Select a Steering Committee for continuing articulation efforts.

CONFERENCE ORGANIZATION AND PARTICIPANTS

The conference organization was based on the stated objectives and programs represented by the participants. Since previous efforts in articulation had been directed largely toward the vocational-occupational programs, it was felt that other disciplines should also be involved. Letters were sent to superintendents of the secondary schools in the NRCC service area asking them to recommend representatives from English, math, business, guidance and counseling, and from the various occupational areas leading into similar offerings at NRCC. Upon the identification of the high school personnel, their counterparts from NRCC were identified. Twenty-one high school representatives and fourteen community college personnel participated in the workshop-conference.

Due to the fact that stipends were to be paid to the participants, meetings had to be scheduled on Saturdays. The dates of April 28, May 5, and May 12 were identified as being most appropriate. Daily meetings ran from approximately 8:30 in the mornings to 4:00 in the afternoons with one hour out for lunch.

The conference was opened with a general meeting of all participants. The welcome and a brief history of previous articulation efforts were given by Dr. Robert Sullins and Dr. Ronald McCarter, respectively. After delivery of the keynote address by Dr. Dewey Adams from VPI & SU, the objectives of the conference were re-outlined and time allowed for brief discussion.

The remainder of the conference was structured to center around group meetings involving individuals from the represented curriculums. As an added effort to get the conference moving, consultants with expertise in the various areas met with the individual groups the first day. Each of the group sessions lasted approximately one and one-half hours. A chairman and a secretary were selected in each group and minutes recorded. At the end of the first day and at the end of the third day, each group presented an oral report to the total group.

At the final session on the third day, a Steering Committee was selected from the participants. Representatives from each of the curriculum areas present from the attending high schools and NRCC were selected to serve on the Steering Committee. The Steering Committee consisted of 10 members plus a chairman. It is anticipated that additional members from other curriculum areas will be added to the committee as it begins to function.

CONFERENCE PROCEEDINGS

The conference was opened by brief words of welcome and remarks by President W. Robert Sullins and W. Ronald McCarter, Dean of Instruction. Briefly, they reiterated previous articulation efforts by New River Community College (NRCC) and public school divisions in the service area. Complete contents of the opening remarks are provided in the Appendix, pages 52-55.

Keynote Address

The keynote address was provided by Dr. Dewey A. Adams, Director of the Division of Vocational and Technical Education, Virginia Polytechnic Institute and State University, and was designed to provide a philosophy of articulation and possible outcomes of an effective articulation program. Nine factors tend to enhance success in articulation, according to the keynote speaker.

Success appears to be greater:

1. When there are clearly defined problems and articulation groups agree to work on them.
2. When problems considered are large enough and of enough genuine concern to command cooperative effort.
3. When groups or individuals can agree on specific responsibilities.
4. When each group or individual understands something of each other's purposes, programs, resources, limitations, and commitments.
5. When each group understands the real meaning of articulation.
6. When even a few of the group (s) look upon themselves as reservoirs from which resources can be drawn.
7. When cooperating groups believe something can be done about articulation and when articulation is seen as mutually benefiting each group.
8. When articulation is seen as a means rather than an end.
9. When groups attempting to articulate are informed and alert to needs and possibilities.

Dr. Adams reminded the group of three (3) factors identified in the Report of Continuing Education Consultants [1] which make articulation of educational programs absolutely necessary in Virginia. The factors identified include:

1. A rapidly expanding community college program with commitments and mandate to serve the total educational needs of youth (18 years of age) and adults.

2. A well established, continuing to grow, secondary school program of youth (17 years of age and younger) and adult vocational and technical education.

3. A complex, greatly diverse statewide program of extension from senior colleges and universities.

Duplication of efforts and rise of competitive programs, resentment toward competing groups, taxpayer dismay over wasteful overlapping of programs, low level communications and cooperation between institutions, deep gaps in educational opportunity for many individuals and lack of unity of effort to solve difficult common problems were cited as indications that articulation is probably the most pressing problem in education today. Students, teachers, administrators, taxpayers and the national economy all accrue the benefits of effective articulation.

A copy of the keynote address is provided in the Appendix, page 56.

Committee Proceedings and Reports

The main thrust of the conference was provided by groups of teachers organized into committees according to program areas. The committees were Business, English, Guidance, Mathematics and Science, and Occupational. A consultant was assigned to each committee to guide the work during the first

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[1] James L. Wattenbarger and Joseph T. Nerden, "A plan for Providing Post High School Occupational and Continuing Education Programs in Va. - A Consultant Report," (State Board of Education, Richmond, Va.) Unpublished report.

day. Consultants were selected who were specialists in the area assigned and who had professional experience at both the secondary and community college levels. The consultant's role was defined as that of a facilitator.

Each committee provided a written report of the day's proceedings and each committee chairman provided an oral progress report to an assembly of all participants at the end of the day. By holding at least one general meeting on each conference day, groups could articulate horizontally and provide supportive interaction.

The Business Committee. The business committee consisted of one teacher from each of five (of a total of ten) high schools in the service area and two persons from the community college. Specific problems were identified and plans to solve these problems were formulated as follows:

1. There should be free and open exchange of curriculum materials, texts, teaching aids, and evaluation standards in the various subject areas among the high school and community college teachers.

2. A form should be drawn up on which high school teachers would certify the skill levels of students entering NRCC in the business curricula. The form would be made a part of the placement folder and used for placement at New River.

3. High school teachers think that NRCC should offer specialized curricula for students who have gained occupational skills in high school.

4. Phi Beta Lambda students of NRCC should conduct orientations for small groups of incoming college business students to reduce adjustment stress.

5. Students (rising seniors) who wish to take courses at New River should qualify for admissions so that credit may be given for transfer to a four-year college later if desired.

6. Several meetings of the business teachers should be held on an alternating basis at the different high schools during the time period of 4:00 to 8:30 p.m. This would include a dutch dinner. Information for times and places to be routed through an articulation steering committee.

7. Community college teachers should attend the high school business meeting for coordinators during the week of August 6-10 in Richmond in order to become better acquainted with the block programs, OJT, and state guidelines for instruction.

8. A coordinated effort should be made through VBEA during the spring meeting for 1974 to plan a panel discussion of the subject using teams of both community college and high school teachers.

9. Conference time should include a visit to NRCC labs and a review of the curriculum materials and facilities followed by a visit to Floyd High School for the same purpose.

10. Activities for the 3rd conference day should include a written philosophy of articulation, developing a set of objectives for articulation, firming up plans for future meetings, and drawing up a certification form.

The second conference day was opened with a discussion of admissions and academic placement procedures at NRCC.

After the general meeting, the business committee toured NRCC, followed by an extensive tour of the business department to examine the curriculum materials, equipment, course plans and instructional aids. In the afternoon a similar tour was made of the business area of the Floyd County High School.

In subsequent meetings of the business committee, a skill certification form was developed for use by high school teachers to certify business skill proficiencies of graduating seniors. The form is to be used by NRCC personnel for determining levels for advance placement or waiver of courses at that college. It was decided that copies of the instrument be sent to all business teachers and counselors in the NRCC service area. A copy of the form, completed by the student's business teacher, will be placed in the student's guidance folder for transfer to NRCC.

The business representatives established the following suggestions regarding duties, structure, and performance of an articulation steering

committee:

1. There should be team membership representation from each curriculum area consisting of one high school teacher and one community college teacher.

2. Steering committee members should receive a stipend or reimbursement for travel if meetings are to be held on days other than school days.

3. A part of the District M principals' meeting is designed for the discussion of articulation and its importance.

4. There should be continuing and open communication among the members of the steering committee and communication with secondary, community college, and four-year college personnel.

5. The steering committee should work closely with principals and superintendents in acting as a receiving point for ideas, suggestions, etc. from the school represented.

It was agreed that a packet of materials including minutes of all meetings, philosophy, objectives, recommendations, and the skill certification form be sent with a cover letter to each of the business teachers in the high schools, the purpose is to acquaint them with outcomes of the conference and goals for continuous articulation between NRCC and the high schools in the area served by the college. A copy will also be sent to the principals of these high schools.

A copy of the skill certification form and a Philosophy of Articulation developed by the Business Committee follows.

SKILL CERTIFICATION FORM

STUDENT_____ DATE_____ HIGH SCHOOL_____

The student has completed the following Block Program:

Check Program - Circle Year

____CLERK TYPIST I II ____DATA PROCESSING I II

____STENOGRAPHIC I II ____ACCOUNTING & DATA PROCESSING I II

____CLERICAL ACCOUNTING I II ____OTHER

TYPEWRITING: The student has successfully completed the objectives of a typewriting course and can type on straight copy as indicated below:

Minutes_____

% of Accuracy_____

Speed_____

The student has the following deficiencies: (Circle)

Poor Proofreading	Lacks Confidence
Poor Erasing	Poor Letter Placement
Strike Overs	Lack of Understanding of Rules

SHORTHAND: The student has successfully completed the objectives of a shorthand course and can transcribe mailable transcripts as indicated below:

Dictation Speed _____

Number of Minutes _____

% of Accuracy_____

Transcription Rate _____

The student has the following deficiencies: (Circle)

Poor Spelling	Poorly Written Characters
Poor Placement	Failure to Use Dictionary
Weak in Theory	Lacks Confidence

Please indicate emphasis in study, if appropriate: Example: One year of office machines; special training in telephone techniques; one year of key punch training.

Signature of Business Teacher_____

Personality Rating Form: Attached_____

With Guidance Personnel_____

PHILOSOPHY OF ARTICULATION

In order to coordinate and integrate the efforts of the high schools, community colleges, and four-year colleges and universities, all three should be acquainted with the programs, standards, and objectives of each level. An open and unbiased communication system should be established through a steering committee composed of teachers from each level.

Cooperation should begin at the top with the administrators of each school allowing the teachers to participate fully in all activities planned for the purpose of articulation. Skills and knowledges developed in the high school should serve as a base for building higher levels of competency in the community college and four-year college.

Every effort should be made to make the movement from the high school to the community college and four-year college as easy as possible for the student. High school students with volitional skills in any vocational area should be given full credit for these achievements. Articulation like education should go on continuously, both formally and informally, at all levels in an effort to avoid duplication and to complement the efforts of others.

Prepared by business teachers at the
NRCC Articulation Conference - 1973.

The English Committee. The English Committee consisted of one representative from each of three high schools and two from the community college. The committee established the following workshop objectives:

1. Develop two-way communications between high schools and the community college by sharing courses of study and lists of novels taught.

2. Familiarize workshop members with the overall picture of high school programs.

3. Have teachers bring samples of graded papers for mutual comparisons.

4. Establish criteria for students going into a proposed honors program at the college.

Discussions by the English Committee revealed the following:

1. There was overlapping in research paper, journal and critique assignments. This overlapping was regarded as "probably good."

2. Overlapping in grammar was more prevalent than in literature.

3. A sharing of novel lists would be helpful.

4. Having students write personal-thought papers concerning reaction to readings is an effective way to encourage students to share reading experiences.

5. Student participation in correcting his own paper may help learning through composition.

6. Unanswered- How can the student be shown relevancy of English in his world?

The English Committee devoted one afternoon session to sharing materials and examining the remedial instruction packets and similar aids in the New River Community College resource center.

Recommendations for future actions to implement procedures and solve problems relating to English between high schools and New River Community College are:

1. To communicate changes in existing programs between high schools and community colleges.

2. To make New River Community College teachers aware of students' abilities in journalism, creative writing, and public speaking.

3. To identify graduating high school seniors who should be considered for honor English students.

4. To develop a method of informing New River Community College of English track placement of prospective New River Community College students.

5. To inform high school English teachers of New River Community College summer programs available to juniors and seniors in development.

6. To make available New River Community College programmed materials and individualized instruction for the high school student who has interest or weakness in a particular field.

7. To establish a tutoring service provided by New River Community College students for students from surrounding high schools.

8. To continue articulation between workshop members (from both New River Community College and high schools) and schools which did not attend the articulation conference.

9. To identify course offerings within and between New River Community College and the secondary school to avoid duplication.

10. To plan regular, yearly meetings between New River Community College and secondary English teachers.

Recommendations for practices and procedures for improving horizontal articulation between high schools are:

1. Sharing of ideas and program information between high school English teachers and guidance directors in all high schools in the New River District.

2. Establishment of high school curriculum committees with departmental representation.

3. Establishment of visitation between high school English teachers and students in the New River area to be aware of materials, facilities, programs, and activities of other schools.

The Guidance Committee. The Guidance Committee was composed of seven counselors from four high schools and two from the community college.

The committee identified numerous areas where more knowledge was needed by counselors for effective guidance. These were:

1. Over all knowledge of high school and college curriculum offerings.
2. Type and amount of credit given by NRCC for course work in the secondary vocational-technical programs.
3. Testing programs in use in the high schools and at NRCC.
4. Recruiting practices and procedures at NRCC.
5. Summer school opportunities at NRCC for high school students.
6. Effective methods for acquainting students with career opportunities.
7. Effective methods to supplement and advance student progress to avoid undesirable repetition.

Discussion of the above problems ensued with considerable clarification of many points. In addition, the counselors felt there was a need for counselors to define the guidance role for teachers. To help meet this need, the counselors divided into groups of two and three to attend meetings of subject matter committees. This procedure provided a valuable exchange of counselor role concepts and insights into the concerns of teachers as well as counselors.

Observations made by the guidance committee are as follows:

1. Remedial reading programs are viewed by most English teachers as being essential. However, quality of existing programs was questioned.
2. NRCC is placing greater emphasis on reading; English teachers see reading as a good summer course for high school seniors.
3. Reading skills should be improved at the secondary level through emphasis on quality instruction with more programmed and individualized materials.
4. College students could be good reading tutors for high school pupils.

5. The College Level Examination Program (CLEP Tests) should be further pursued at NRCC.

6. Each course being offered to rising high school seniors at NRCC is appropriate, except the government course , since the course is required for all high school seniors.

7. Cooperative education programs in the community college will not weaken high school cooperative programs as some people believe.

8. Counselors need more inservice work with subject matter teachers.

9. The State Ad Hoc Testing Committee is considering a recommendation that CGP Testing be replaced by DAR, SCAT, or STEP in the community college system. Such a change will create the need for more changes.

10. Does NRCC offer the programs that match the job market demands for dental assistants, cosmotologists, auto mechanics, and social service?

Recommendations of the Guidance Committee were:

1. That Sibyle Ferrell be the college "communication link" between high school groups and the NRCC counseling staff.

2. That school division superintendents coordinate their annual school calendars to permit teacher articulation meetings on in-service work days.

3. That counselors become more involved with teachers in curriculum planning. Counselors should serve on the Curriculum Committees.

4. That NRCC guidance personnel interact with more people from industry to improve community articulation.

5. That the Va. Department of Community Colleges work closely with the Va. State Department of Education.

6. That the Va. Education Association change district jurisdiction to comply with the Governor's area.

7. That ENGR 100 be provided for credit to guidance personnel.

8. That group seminars be held to provide better articulation.

9. That a counselor exchange program be implemented.

10. That District M guidance time be unstructured in order to allow for interaction.

11. That counselors dedicate themselves to improving their professional image.

12. That another articulation workshop be planned for next year with more and different people involved.

13. That exchange of materials between high schools be implemented.

14. That copies of minutes be mailed to counselors not attending the workshop.

A list of "contact people" for the schools and organizations involved with guidance in the NRCC service area was designated as follows:

President, District M - John Cox
President, NRVPVG - Jane Lucas
VPI & SU - Dr. Tom Hohenshil
Radford College - Dr. L. Gallimore
Coordinator of Counselors
Mrs. Vernon Newman - Dublin High School
Mrs. Harold Kirk - Narrows High School
Mrs. Gene Bane - Giles High School
Mrs. Carolyn Linkous - Blacksburg High School
Miss Lila Lorton - Christiansburg High School
Miss Mildred King - Alleghany High School
Mrs. Yvonne Greer - Auburn High School
Mr. Elmer Huff - Pulaski High School
Mrs. Nola Albert - Radford High School
Mrs. Pauline Anderson - VA. State Department of Education

The Math and Science Committee. The Math and Science Committee consisted of teachers from four high schools and the community college.

Workshop discussions and activities of the Math and Science Committee included:

1. Discussion, observation, and comparison of curriculum materials for academic, vocational and general programs.
2. Discussion of math requirements and offerings at New River Community College.
3. Discussion of motivational techniques.
4. Examination of the sequence of course offerings from high school to college.
5. Examination of math books and other materials used by the high schools and New River Community College.
6. Discussion of changes in high school programs could be inaugurated to reduce the need for basic courses in college.
7. Discussion of the re-enrollment policy at New River Community College.
8. Discussion of the problem of student goals and teacher goals.
9. Analysis of concepts obtained from various math courses.
10. Analysis of the taped lecture by Father Bervozka, Boston College, math activities for number fumblers.
11. Discussion of the pros and cons of "modern math

Recommendations of the Math and Science Committee are:

1. That high schools coordinate information on students before placing them in a particular curriculum.
2. That articulation between science departments be increased.
3. That high school students take a math course in the 11th or 12th grade.
4. That an interchange of ideas and recommendations be intensified between high school and college facilities.
5. That high schools offer a special math sequence for students planning careers in technical areas.

6. That curriculum committees consist of a cross section of math teachers to improve articulation.

7. That procedures be developed to improve articulation between math and other departments in each school.

The Occupational Committee. The Occupational Committee consisted of representatives from various occupational areas. These included auto mechanics, carpentry, drafting, electricity, machine shop, and history (the latter was by special request to learn more about the occupational fields).

Diversity in the group eliminated the possibility of vertical articulation within any given subject. However, it provided an opportunity for horizontal articulation between subject areas and permitted valuable insights into common problems and concerns. Problems identified by the occupational group included:

1. Duplication of program offerings in secondary and college programs.
2. The need for special classes in vocational English and math.
3. The need for improved articulation between basic programs and occupational programs, i.e., math and drafting.
4. Representatives from every program in every school must come together for effective articulation to occur.
5. Counselors appear to show bias concerning occupational programs when working with students.
6. Minimum competencies needed by each student when learning various programs.
7. Techniques for pre-college evaluation to detect student deficiencies.

Work of the Occupational Committee included a compilation of all occupational programs, by school, in the NRCC service area. In addition, Mr. Stanley Burke, a local teacher of agriculture education, was invited to address the group concerning content of agriculture programs in the NRCC service area and how it may relate to occupational programs in the community college.

The presentation revealed numerous competencies developed by students in agriculture programs that relate to occupational programs at NRCC. These include welding, electricity, woodworking, small engine and general engine maintenance and repair, machinist work and farm machinery service.

The question was raised, "What can community colleges do for one who graduates from an agriculture program in high school?" It was pointed out that eight community colleges in Virginia have agri-business technology programs. However, high school agriculture students do not have an agricultural option at New River Community College. Therefore, local students are forced to go into other areas if they attend NRCC. The number of students who would elect an agricultural option, if it were available, is undetermined.

Another question was raised, "Can high school agricultural students be advance placed into specialized areas such as machine shop?" No conclusion was reached.

The following recommendations were offered by the occupational group to assist the transition of high school students to the community college environment.

1. Instructors in high schools and NRCC should share course plans. These course plans could include behavioral objectives, equipment involved in the instruction, textbooks, and other helpful information.

2. Personnel in the high schools should indentify students in the occupational-technical areas who expect to continue their education and give them a better foundation.

3. Students need special classes in vocational English and math in both the high schools and the community college, taught by someone familiar with the technical subject area.

4. Personnel in each institution should develop a better rapport by horizontal articulation involving the occupational-technical instructors, general education instructors, and counselors.

5. Administrators in each school division should encourage involvement of instructors in future articulation efforts.

6. Occupational-technical instructors should provide specific opportunities for any interested faculty member or staff member to become more familiar with technical subjects and laboratories.

7. There should be a clear understanding of what the exit competency for high school students should be for better adjustment to post-secondary institutions.

8. There should be a degree of trust among instructors at the secondary and post-secondary levels so that even deficiencies could be shared. This trust should greatly facilitate the vertical rapport.

9. At least six weeks prior to high school graduation dates, community college and high school instructors of speciality subject areas should conduct a conference to evaluate competencies and placements of high school students who want to enter NRCC.

10. Appropriate high school personnel should be represented on NRCC craft advisory committees and vice versa.

11. There is a need for continued articulation of the specialized subject area faculty members to deal with their unique problems.

12. There is a need for closer communication between high school and NRCC instructors in order to discuss student levels of motivation and performance in the high school programs.

13. There is a need to attack the problem of prestige in the vocational areas in the public school systems. Some of the education associations seem to be rejecting the vocational instructors.

14. There is a need for foundations mathematics and English programs in high schools.

15. There is a need for more faculty involvement in counseling before students enter into a curriculum at both the high school and the community college level.

16. The present system at NRCC of placing students by proficiency examination seems to be the best alternative for now.

17. There should be more promotion of the programs at NRCC with the public.

18. An instrument should be developed for communicating the skills and performances of high school students to community college instructors.

The Steering Committee. The conference scheme called for the establishment of a steering committee for the guidance of continuing efforts in articulation. Specific recommendations by subject area committees charged the steering committee with the following tasks:

1. Review the conference proceedings and provide leadership in securing administrative action to implement the recommendations.
2. Invite public school and community college administrators to meet with the steering committee for review of proceedings and recommendations of this conference.
3. Coordinate future articulation efforts between NRCC and the high schools in the service area.
4. Seek involvement of representatives from each program area in every school and NRCC in future articulation efforts.

The group voted to elect the chairman from among the conference group. Ron Biesecker of NRCC was elected chairman. The secretary is to be selected at the first Steering Committee Meeting. Each committee selected one person from a high school and one person from NRCC to serve on the Steering Committee.

Steering Committee Members are:

Business	Frances Shorter, H.S. B.J. Moore, NRCC
English	Virginia Wilson, NRCC Ann Armbrister, H.S.
Guidance	Sibyle Ferrell, NRCC Dale Conrad, H.S.
Occupational	Doug Warren, NRCC Ed Weeks, H.S.
Math	Mike McCall, NRCC David Keith, H.S.
Chairman	Ron Biesecker, NRCC

EVALUATION

An instrument (see appendix, pp. 74) was developed to provide a short-term evaluation of the conference, realizing that a more valuable and valid evaluation would have to be over a period of several years. The instrument centered around immediate objectives of the conference, along with conference organization, coordination, and effectiveness. An item analysis was conducted for each question and is included in the appendix for detailed study.

The evaluation instrument consisted of twenty-two questions with five response choices to each question. The final portion of the instrument was open ended.

In general, the short-term evaluation for the three-day conference was very favorable. All twenty-two questions received an eighty percent or higher positive evaluation. A very high percentage of the participants felt the conference was well structured, had continuity throughout the three days, and was of sufficient duration to accomplish the stated objectives. Nearly all of the participants felt they understood the conference objectives and the objectives were appropriate for the conference. Most of the participants indicated they felt the conference helped to identify and eliminate unnecessary duplications and omissions in the curricula and that as a result of the conference, adjustment stress on students transferring from high school to New River Community College would be reduced.

The authors have summarized the most frequent remarks from the open ended section of the evaluation instrument. These remarks include:

1. The conference should have included participants from every high school in the New River Community College service area.

2. There should have been more program areas represented, including more from the vocational-occupational area.

3. Publicity should have begun earlier and have been in greater detail.

4. Administrators should have been involved.

5. A follow-up program should be conducted to evaluate implementation of recommendations.

6. An annual conference should be held to continue articulation efforts.

7. The steering committee should act on the conference recommendations and should meet twice yearly.

8. Three Saturday meetings, from 8:30 to 4:00, was a little strenuous.

9. A curriculum committee should be formed in each high school division and they should meet with the curriculum committee from New River Community College.

10. A strong communications system should be developed within and among the schools.

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A P P E N D I X

NOTE: Appendix materials are provided in a limited number of copies of this publication. The complete publication, including the Appendix, has been submitted to ERIC* and has been filed with the Dean of Instruction, New River Community College, Dublin, Virginia 24084.

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PLANNING TIME-TABLE

Week Preceeding the Conference	Item
Eleventh week	Review of previous articulation efforts by New River Community College; study current project proposal; begin preliminary plans.
Tenth week	Compose and send letter to high school division superintendents for identification of participants; prepare proposal for extension course from VPI & SU for 3 quarter credits.
Seventh week	Establish conference dates; develop course syllabus.
Fourth week	Develop strategies for rapid implementation of conference plans.
Third week	Survey participants to determine desires for course credit and other pertinent information; finalize course for credit; prepare letter and send to conference participants, division superintendents and the high school contact person; devise grouping scheme for conference; contact additional participants; identify possible consultants.
Second week	Develop conference objectives and anticipated outcomes; plan tentative agendas; prepare preliminary conference evaluation instrument; consider schools for possible visitation by committees; prepare news release; secure keynote speaker and group consultants; secure rooms for conference; develop a consultants packet and prepare guidelines for the keynote speaker.
One week	Develop detail format of conference; send second letter to participants; have conference materials ready for duplication; arrange for refreshments; secure materials for course and conference registration; plan detail agenda for April 28; develop a flow-chart showing conference scheme.
Conference week	Prepare final evaluation instrument for conference; tie down loose ends; begin conference 8:30, April 28, 1973.

(Sample of letter sent to Superintendents)

February 23, 1973

Dear Mr. _____:

As you know, New River Community College and representatives of your school systems have had several planning conferences for articulation during the past year. During these conferences, we mutually agreed that the next step should be to bring our faculties together during a working conference when courses, curriculums, placement requirements, proficiency testing, etc. could be discussed and/or developed.

With this goal in mind, we have successfully written a federal project which will provide stipends of $30 per day for our faculties and counselors who attend the conference. We have in mind a three-day workshop. The funds under the project must be expended by June 1; this means the conference would need to be on Saturdays or release time.

We would recommend one of the following schedules:

Plan A	Plan B
Saturday - 4-28-73 Friday - 5-04-73 Saturday - 5-05-73 No stipend for Friday Release time only. Could accommodate 8-9 paid participants from each system.	Saturday - 4-08-73 Saturday - 5-05-73 Saturday - 5-12-73 Could accommodate 4-5 paid participants from each system.

As you can see, if we are to successfully have such a conference, we must plan quickly. Please complete the enclosed survey and return. If you wish to discuss this further, do not hesitate to call. We will select one of the above alternatives based on the preference of the majority. Also, please send a list of participants you would recommend from your system. We would suggest representatives of English, math, business, counselors, and the various occupational areas leading into those offered at New River Community College. With this information, we will proceed with the plans for the conference, communicating with the participants, and keeping you advised.

Mr._____
February 23, 1973
Page 2

We plan to have Virginia Polytechnic Institute and State University co-sponsor this event for three hours of graduate credit. Thank you for your continuing interest in providing coordinated educational service to our citizens.

Sincerely,

W. Ronald McCarter
Dean of Instruction

WRM:bem

Enclosure

Survey for
Articulation Conference between
Public Schools and
New River Community College

1. I prefer Plan A _____.

2. I prefer Plan B _____.

3. I prefer _____.

4. I recommend the following staff members from our system to participate:

	Name	Position
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		

_____
Signed

_____
School System

Please mail to Dr. W. Ronald McCarter
Dean of Instruction
New River Community College
Drawer 1127
Dublin, Virginia 24084

PARTICIPANTS

NEW RIVER ARTICULATION CONFERENCE

SPRING 1973

FLOYD COUNTY

Floyd County High School

Ms. Nola Albert	Guidance
Ms. Janet Keith	English
Mr. David Keith	Math
Ms. Wanda Radford	Business
Mr. Robert Weeks	Auto Mechanics

MONTGOMERY COUNTY

Blacksburg High School

Mrs. Anne D. Amos	English
Mrs. Carolyn Linkous	Guidance
Mrs. Francis Shorter	Business

Shawsville High School

Miss Mildred King	Math

Montgomery County Vocational Supervisor

Mr. Alfred Smith

RADFORD CITY

Radford High School

Mr. William Hines	Carpentry
Ms. Susan Varner	Math

PULASKI COUNTY

Dublin High School

Mr. Ralph Allison	Math
Mrs. Ann Armbrister	English
Mrs. Shirley Carter	Business
Mr. Richard Richardson	Social Studies
Mrs. Canary Newman	Guidance
Mrs. Frank Sloop	Science

Pulaski High School

Mr. Dale W. Concord	Guidance
Mr. Harold Lambert	Guidance
Mrs. Jean Blankenship	Guidance

NEW RIVER COMMUNITY COLLEGE FACULTY PARTICIPANTS

Mrs. Betty Hines	Business
Mr. Michael B. McCall	Math & Science
Mrs. Margaret L. Smith	English
Mrs. Virginia S. Wilson	English
Mrs. B. J. Moore	Business
Mr. Robert L. Gibson	Machine Shop
Mr. Graham Simmerman	Drafting
Mr. Joseph L. Cochran	Electricity
Mr. Doug D. Warren	Division Chairman
Mrs. Sibyle C. Ferrell	Counselor
Mrs. Helene Harvey	Social Studies
Mr. Jim Bennett	Math
Mr. Ron Biesecker	Guidance & Financial Aid
Mrs. Linda Cline	Business

ADMINISTRATORS AND COORDINATORS

Dr. James E. Rutrough, Superintendent Radford City Schools	Radford, VA
Mr. Robert E. Peak, Principal Floyd County High School	Floyd, VA
Mr. Kenneth J. Dobson, Superintendent Pulaski County Schools	Pulaski, VA
Mr. Harry N. Foglesong Director of Instruction Pulaski County Schools	Pulaski, VA
Mr. Raynard T. Hale, Superintendent Montgomery County Schools	Christiansburg, VA
Mr. J. E. Earp, Director of Instruction Montgomery County Schools	Christiansburg, VA
Dr. W. Ronald McCarter Dean of Instruction New River Community College	Dublin, VA

Administrators and Coordinators (Continued):

Mr. Glenn McCarty
Conference Coordinator
New River Community College — Dublin, VA

Mr. Elmer Cooper
Conference Coordinator
New River Community College — Dublin, VA

CONFERENCE CONSULTANTS

Dr. Dewey A. Adams
Head, Vocational & Technical Education
VPI & SU — Blacksburg, VA

Dr. Thomas Hohenshil
Assistant Professor
Vocational Counseling & Career Education
VPI & SU — Blacksburg, VA

Dr. Sam Morgan
Assistant Professor
Vocational and Technical Education
VPI & SU — Blacksburg, VA

Mrs. Martha Johnson
Ed. D. Candidate
VPI & SU — Blacksburg, VA

Dr. Ardyce S. Lightner
Associate Professor of Business
Radford College — Radford, VA

Mr. Frank Gourley
Consultant
Dept. of Community Colleges — Raleigh, NC

NEW RIVER COMMUNITY COLLEGE, DRAWER 1127, DUBLIN, VIRGINIA 24084, PHONE 674-2631

M E M O R A N D U M

TO: Participants of the New River Articulation Conference

FROM: Elmer Cooper and Glenn McCarty, Coordinators

DATE: April 9, 1973

RE: PRELIMINARY INSTRUCTIONS

PRELIMINARY AGENDA

PROCEDURES FOR ARRANGING VPI & SU CREDIT

Dr. Ronald McCarter, Dean of Instruction of the New River Community College, has named Elmer Cooper and Glenn McCarty to complete arrangements and coordinate the New River Articulation Conference. In regard to the conference, superintendents of the various local school divisions have been invited to designate representatives for specified program areas. These are English, mathematics, business, guidance, and various occupational programs. We are pleased that you have been selected by your school division to participate in the conference.

This activity is designed as a sequel to several planning conferences held in recent years between representatives from the secondary systems, community college and four-year colleges located in the New River Community College service area. The main purpose of the conference is to enable faculty members to compare curricula, identify problems that can be alleviated or eliminated through articulation, establish procedures for advanced placement in college courses, eliminate undesirable duplication and close program gaps that make it difficult for high school students to make a smooth transition to college programs.

The conference will consist of meetings and activities on three consecutive Saturdays at New River Community College. The dates are April 28, May 5, and May 12, 1973. Copies of (1) the tentative agenda, (2) tentative objectives, and (3) procedures for college credit are attached. You will receive a stipend of $30 per day for your efforts in this endeavor.

We look with anticipation for your valuable and personal contributions to this conference.

bem

Attachments

T E N T A T I V E A G E N D A

New River Articulation Conference

New River Community College - April 28, May 5, May 12, 1973

Saturday, April 28, 1973

8:30 - 9:15 a.m.	Conference & Course Registration Coffee and Donuts	Main Corridor
9:15 - 9:30 a.m.	Welcome	Lecture Room
9:30 - 10:00 a.m.	Keynote Address	
10:00 - 10:15 a.m.	Announcements and Instructions for Group Work	
10:15 - 10:30 a.m.	Break	
10:30 - 12:00 p.m.	Group Session # 1	
12:00 - 1:00 p.m.	Lunch (on your own)	
1:00 - 2:30 p.m.	Group Session # 2	
2:30 - 2:45 p.m.	Break	
2:45 - 4:00 p.m.	Group Session # 3	
4:00 - 4:30 p.m.	Group Progress Reports Establish Agenda for Subsequent Meetings	

Articulation Conference Objectives

New River Community College Articulation Conference

General Objectives:

1. Develop a philosophy of articulation.
2. Develop objectives for program articulation.
3. Develop future strategies for articulation.
4. Develop a structure for continuing articulation in the New River Community College service area.
5. Make substantial progress in articulating current programs.

Specific Objectives:

1. Review curricula of high school and college programs to eliminate unnecessary duplication and omissions.
2. Make mutual visits of facilities at the secondary schools and the Community College.
3. Review courses of study for various subject areas to identify inconsistencies in course content of the various high schools.
4. Study placement procedures and requirements.
5. Familiarize participants with existing requirements of post-secondary curriculums.
6. Develop summer college programs for high school pupils.
7. Compare remedial and preparatory programs at both levels.
8. Consider the possibility of future joint workshops.
9. Develop other procedures to help reduce adjustment stress on students transferring from high school to New River Community College.

PROCEDURES FOR OBTAINING VPI & SU CREDIT

A. How to obtain graduate credit at VPI & SU:

1. Clear the use of this course with your advisor for inclusion in your college program.
   Note: The course is EDVT 509 1 - "Seminar in Education: Articulation in Public Education."

2. If you were never admitted to the Graduate School at VPI & SU, complete an "Application for Admittance to Graduate School" form and pay a $10 admittance fee on April 28 during registration for the conference.

3. If you were previously admitted to the graduate school but did not register during this past winter quarter, you must apply for readmission on April 28.

4. Registration and payment of fees ($60 tuition) will be completed April 28 at the conference site.

B. How to obtain undergraduate credit at VPI & SU:

A. Contact Elmer Cooper or Glenn McCarty at New River Community College for a breakdown of the conference content.

2. Contact your advisor at VPI & SU and arrange for credit under EDVT 497 - Independent Study.

3. Attend the conference and fulfill the requirements agreed upon by you and your advisor.

4. Register for credit during the next University term.

ANTICIPATED CONFERENCE OUTCOMES

We hope:

1. That a communications system will be developed between the various high schools and the New River Community College to allow for the exchange of ideals and pertinent information;

2. That a testing program will be developed for placement procedures and requirements for the student entering community college programs;

3. That the secondary schools and community college will develop curricula to eliminate unnecessary duplications and omissions;

4. That the various high schools will minimize or eliminate undesirable inconsistencies in course content;

5. That policies and programs be developed to allow summer college placement for qualified up-coming seniors;

6. That student guidance will be improved by a better understanding of college entrance procedures and requirements;

7. That student transition to the community college will be improved as a result of community college personnel having a better understanding of secondary programs.

MEMORANDUM

TO: Articulation Conference Participants

FROM: Elmer Cooper and Glenn McCarty, Coordinators

DATE: April 17, 1973

RE: REMINDER

This is a memo to remind you of the up-coming Articulation Conference of which you are a participant. The dates of the conference are April 28, May 5, and May 12.

Registration for the conference, for EDVT 5091 and for admittance to VPI & SU will take place on April 28th from 8:30 until 9:15 a.m. at New River Community College.

Participants are requested to bring course outlines, curriculum guides, and other materials used in your curriculum planning. You will find these materials helpful in your committee work.

GM:acp

cc: Superintendents
School Contact Person

NEW RIVER COMMUNITY COLLEGE, DRAWER 1127, DUBLIN, VIRGINIA 24084, PHONE 674-2631

MEMORANDUM

TO: Articulation Conference Consultants

FROM: Elmer Cooper and Glenn McCarty

DATE: April 24, 1973

RE: OBJECTIVES OF CONSULTANTS

Listed below are the objectives which we have outlined for the consultant's role in this conference. We trust that these will assist you in defining your tasks for the day.

We look forward to seeing you on April 28th. Conference registration (coffee and donuts) begins at 8:30 a.m.

Group Consultants - Objectives

(1) Select group chairman and secretary,

(2) Discuss conference objectives as related to their area and revise if necessary,

(3) Discuss articulation problems pertaining to your area,

(4) Review and examine curriculums and program materials for your area,

(5) Develop a structure for a continuing articulation program,

(6) Plan work for next two days,

(7) Have chairman and secretary prepare an oral and detailed written report of today's sessions.

EC/GM:acp

FOR IMMEDIATE RELEASE

For more information contact:
Dr. W. Ronald McCarter
Dean of Instruction
New River Community College
Drawer 1127
Dublin, VA 24084

ARTICULATION CONFERENCE SCHEDULED AT NEW RIVER COMMUNITY COLLEGE

New River Community College will host a special conference for articulating educational programs April 28 through May 12. Representatives from various program areas of the college and local high schools will discuss the curricula of their respective programs. A study of curricula being used at the various levels should increase understanding of students' needs and should expedite their transition as they progress upward through high school and college. Program specialists from Radford College, Virginia Polytechnic Institute and State University, and the North Carolina State Department of Community Colleges will serve as consultants to set the stage and provide leadership and guidance for the conference. Dr. Dewey A. Adams, Virginia Polytechnic Institute and State University, will provide the keynote address.

Faculty members from Blacksburg, Christiansburg, Dublin, Floyd, Pulaski, Shawsville, and Radford High Schools, along with their counterparts from New River Community College, will work in groups according to subject area. The conference is a sequel to several planning conferences held in recent years involving administrators from the various systems. The main purposes of this conference are to:

1. Enable faculty members to compare and become familiar with various curricula in our educational system;

2. Identify transition problems that can be eliminated through articulation;

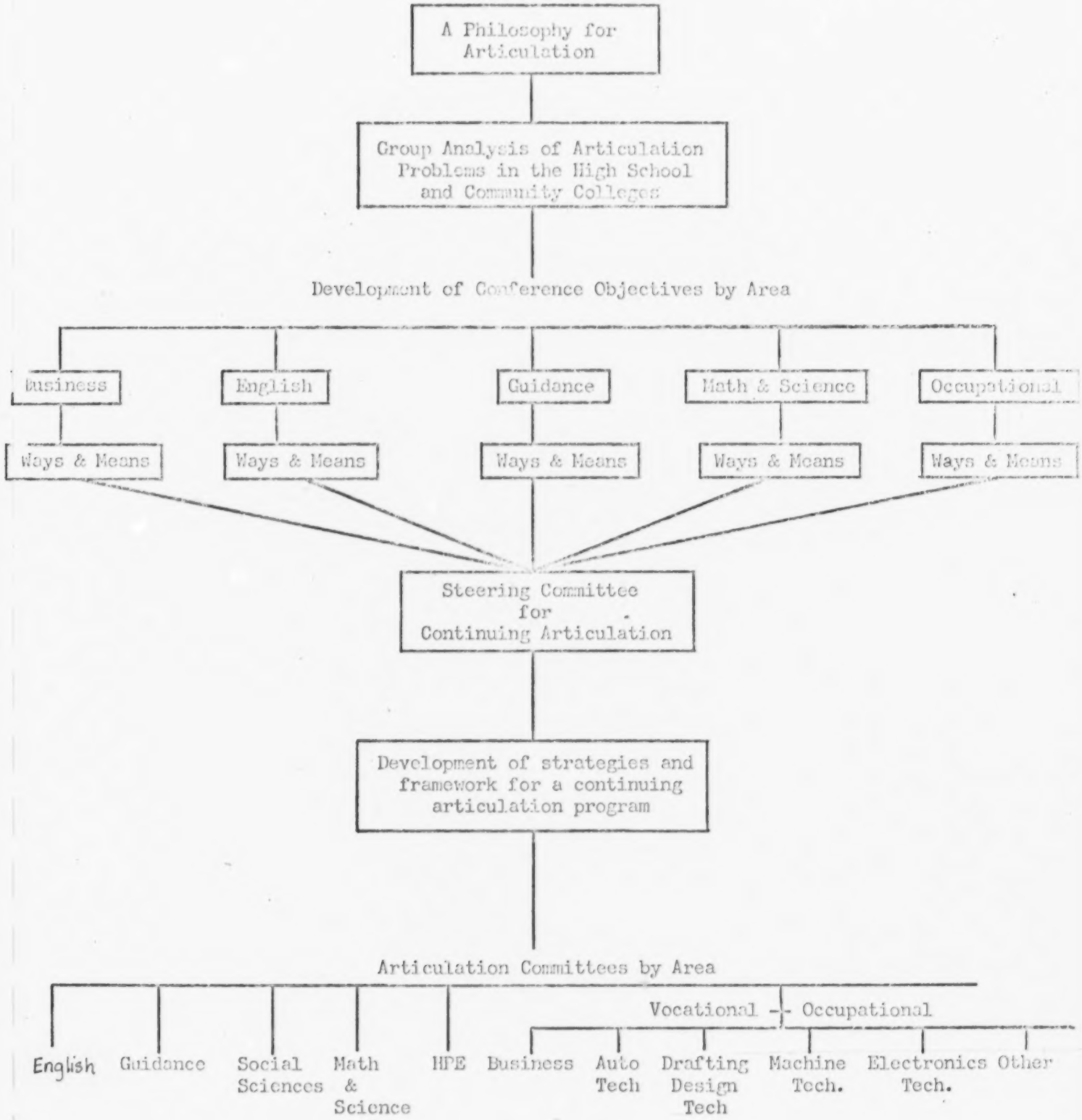
3. Establish procedures for advanced placement of students in college courses;

4. Eliminate undesirable duplication and close program gaps that make it difficult for high school students to make a smooth transition to college programs.

These general objectives were outlined by Dr. W. Ronald McCarter, Dean of Instruction, New River Community College, who has directed plans for the conference.

Meetings will be held at the college on April 28, May 5, and May 12. The program is being funded by a federal project obtained by New River Community College.

CONFERENCE SCHEME



Dr. Sullins -

It is a pleasure to welcome you to New River Community College for this Workshop. One of the things which we feel is critical to the success of the College is the success of career education. Vocational programs are developing throughout the New River Region, and all of us should work to insure the success of these attempts to provide educational opportunities to all the people, young and old, in the Region.

We are facing a new era in our Region as expensive comprehensive programs grow in the face of increasing difficulty in obtaining funds. Money has never been easy to get, but the taxpayers are beginning to question the annual and biennial increases. We are seeing a great deal of emphasis on "accountability." That word is tossed about with ease by all sorts of persons, but we are beginning to feel its pressure in Virginia.

The Secretary of Education for Virginia is pushing his concept of an "audit of productivity." His program will require all of us, public schools, community colleges, and universities, to prove that we are accomplishing something with the taxpayers' dollars.

We feel that articulation between New River Community College and the secondary schools of the Region is essential to avoid unwanted duplication of effort. This articulation must be brought about in all areas of education, not just in the career fields. That is why other fields are represented here today.

It is important that students have the opportunity to progress smoothly from secondary to college programs with minimum repetition and an absence of gaps in their total educational program. This is the result we seek from the efforts you will expend today and during the next two Saturdays.

It is going to require a good deal of hard work so I encourage you to consider these three Saturdays as work sessions. Follow the example set by some of the New River Community College people and take off your ties and roll up your sleeves. You women will have to do whatever you feel is appropriate. I hope that you will make yourselves comfortable and take advantage of these sessions. Enjoy your work as you set out to provide some real meaning in this area of articulation.

I believe that the New River Region may already be the site of the best example of articulation in the Commonwealth, but we know there is much to be done even here. As I have talked to other presidents and deans throughout the State, I find less cooperation, support, and close work than we already experience. In some areas there exists open conflict as public schools resist the development of vocational programs at the community college and the community colleges resist the same at secondary schools. There seems to be a rampant jealousy which does not exist here.

We have the groundwork laid for cooperation which will allow us to develop an example that can be expanded throughout the Commonwealth. You have more ahead of you than just accomplishing something valuable for the New River Region. You may very well be on your way to setting a pattern for the entire Commonwealth.

We see a great deal of potential in this project and, from what I have noticed so far, the potential is here in terms of participants, skill, and interest. I encourage you to "think big."

We sincerely appreciate your being with us today and for the next two Saturdays. Thank you very much.

OFFICIAL WELCOME

DR. MCCARTER -

Perhaps you would like to know that you are part of a sequence of events that have occurred over the past 12 months in an effort to arrive at a meeting such as this. Last year we had 2 meetings at the administrative level. Various supervisors of instruction, assistant superintendents, superintendents and other representatives came together to determine just what could be done to open up avenues for articulation. The third meeting that we had last year was made up of departmental representatives like yourselves. Some of you may have been here in this very room when we came together representing both the secondary school departments and the college departments and began to map out some definite plans for articulation and to make some definite recommendations for what we might be able to do in the future. This conference is an outgrowth of those recommendations. One of those recommendations was to find some way to support a working conference. This recommendation said that if any way could be found to offer stipends or college credit, we should offer them at a time which would not be in competition with regular activities of the working day. We took those recommendations, studied over them, viewed them with inputs of our staff, and we were able to come up with a project which we did submit to Richmond and our Federal Office. This project was approved under the Vocational Education Act of '68 Ammendments. We were able to assign this project to Mr. Cooper and Mr. McCarty, who are VPI interns at NRCC this quarter, and I would like at this point to thank them for the very fine job they have done so far in organizing and planning.

Now why do we go to all this trouble to articulate? Well, we do it simply because communication has always been a very difficult thing. It will always be a very difficult thing. We all are very busy people. We get very

wrapped up in our own areas of responsibilities and sometimes we forget that what we do is very much related to what other people are doing. And when this comes down to the realm of public education, there is definitely an obligation for us to do more than just take care of our own narrow areas of responsibility. We must articulate, which we have come here to do. We must do this--we must do it with our other responsibilities.

You have read the objectives of the conference. You know what they are, but I would say briefly that what we want you to do during this conference is to help us:

1. Recognize what the problems are (of articulation).
2. Make some recommendations in terms of how we can overcome these problems.
3. Tell us how we can implement some of these recommendations.

These are the basics of the conference, and if we are able to accomplish these objectives, then we will be able to call this conference a success.

Thank you for coming. We are very pleased with your interest and looking forward to a productive conference.

Thank you.

KEYNOTE SPEAKER -- Dr. Dewey A. Adams

Teacher and High School Principal in North Carolina, served as district supervisor of Vocational Education and later Dean of Adult and Continuing Education at Rockingham Community College. Moved to North Carolina University; there Associate Professor and Co-ordinator of Community College programs. At Blacksburg he served as Co-ordinator of Post-Secondary Education and as of last July 1st, he became Director of the Division of Vocational and Technical Education in the College of Education, His college work includes majors in Agricultural Education, Vocational Education, Administration and Supervision and minors in Mathematics, Science, Political Science and Sociology.

Thank you very much, Glenn and Elmer, you are very kind this early in the morning. It's a real pleasure for me to be here to share with you this fine conference, and I am most sincere when I say I'm delighted to share this kind of conference and setting where administrators, teacher leaders and other community leaders are truly concerned about articulation and are doing something about it. I agree with Dr. Sullins that you not only have the greatest opportunity here in the New River Valley for accomplishing articulation, but you are already doing more than any other similar community across the nation. So, Ron, I do want to commend you and your fine staff for all that you are already doing in the community college and commend all the public school leaders, administrators and teachers for the things that you are doing. I want to say, too, Ron, thank you for recognizing our two fine interns, Mr. McCarty and Mr. Cooper. We feel they are doing a very fine job in every respect at Virginia Tech. We are delighted that they are able to participate in this conference with you, and we are particularly pleased to have them assigned to New River Community College for their internship experience.

I want to share with you some thoughts and ideas about articulation and perhaps close with a challenge to you as you go into your program here today.

> "For the individual, the doors to the schoolhouse, the doors to the library, and the doors to the college lead to the richest treasures of our open society; to the power of knowledge; to the training and skills necessary for productive employment; to the wisdom, the ideals, and the culture which enrich life; and to creative self-disciplined understanding of society needed for good citizenship in today's changing and challenging world."

Those immprtal words were spoken by our late President John F. Kennedy in 1963, as he looked to the challenge of public school programs across the country and to the challenge of supporting resources in education which were there in every community. You know, indeed, these challenges are great and are many today in education, and I could talk about quite a few of them in introducing this keynote address. Let me just mention and share with you a few to point out some of the things I am sure are challenges in the field of education. These challenges include the determination and the development of a truly stimulating and invigorating learning climate, one which stimulates discovery and encourages intellectual curiosity, and one which turns on lights for learners; one which arouses the interest of even the most unlikely scholar. The building of a genuine learning community; one in which all youth and adults are increasingly involved in life-long learning; one in which educational opportunities in all fields and in all aspects of life are deemed treasures of the communities; one in which fields of knowledge range from fundamental literacy training through vocational, technical and professional

skills, to education for civic, social, health, and family living confidence and well-being in all aspects of life.

There is another great challenge for us and for this kind of institution in this setting surrounded by many public school institutions - the perfecting of a successful approach to individualizing instruction . One which complements the work of the teacher rather than takes the place of the teacher. One which provides for the widening range of students with who we are concerned. One which avoids the drudgery and dullness of so many of our programmed learning packages and brings individualized learning alive for the learner. One which brings the student into a permanent role of directing his own learning, planning his own learning experiences and evaluating his own behavioral change.

These are truly great challenges of our day and time in education, and I don't think anyone with but a moment of thought would fail to rank them at the very top of those things that speak out to us in education and challenge us on to new heights. But you know there is another challenge which I think is even greater than these; yes, even greater than career objectives, new grading approaches and learning difficulty diagnosis. Yes, all these and many others are great but I think there is still a greater challenge. This is the one of which we speak with you today.

I believe our greatest challenge in public education, and perhaps in all areas of education today , is the challenge of educational articulation. I am defining educational articulation as the total effort of educational groups and individuals to discover and establish and continually

improve formal and informal relationships between policies, plans, procedures, processes, programs and people. Yes, I have to include people because I think it is through people that things are done, and people themselves surely do account for articulation. Such relationships require continually sharing ideas, plans and activities with other relevant individuals and groups. A kind of sharing which I believe requires a disciplined commitmemt to seeking to understand the other organization and the other individual, rather than merely promoting one's own professional interest or that interest of the agency or the organization which he represents. This professional disciplined approach, to me, is not easy to attain; it is easy to say, but not really easy to attain. But it is probably the most critical aspect of this articulation process of which we speak. To be a truly disciplined professional requires me to be not only interested in my own organization and my own individual development, but surely to have even greater interest in the professional development of others around me and the professional attainment of other organizations with which I interact.

Some time ago I ran across a study which deals, I think, with this subject of professional discipline to reach articulation. As it talked about coordination, cooperation, and continuing education, I felt as I viewed that study, the findings have a great deal of implication for our efforts in articulation here. The study implied that there were nine factors which tend to enhance articulation. Success appears to be greater in articulation when these nine factors are present. Let me share them with you here because I think these nine factors might serve as the keynote challenge to you here.

Success appears to be greater in articulation when:

(1) There are clearly defined problems and articulation groups agree to work on them. It may seem simple to say we have clearly defined problems, but you know before we can go very far we have to have our hands on the problem that really exists and we have to zero in squarely on the problem and be willing to work on it. Be willing to look at it openly and consider it.

(2) When problems considered are large enough and of enough genuine concern to command cooperative effort. I think often we get on the smaller problem or the problem which doesn't really command our effort and attention. I hope here you really zero in on the problem of great concern, and that you deal with that and deal squarely with it.

(3) When groups or individuals can agree on specific responsibilities. Each one of you, whether you represent a public school or an administrator or teach in a public school or community group or this institution or even an institution of higher education beyond the community college level, each person and group must agree on specific responsibilities and carry their weight of responsibilities to make articulation work.

(4) When each group or individual understands something of the other's purposes, programs, resources, limitations and commitments. I don't know that there is a greater challenge than to make ourselves understand all of the organizations, not only in which we work but with which we work, as we go about attempting to carry out the mission of our specific organization.

(5) When each group understands the real meaning of articulation. We have spent a lot of time talking about it and trying to define it, and I shared with you the meaning which I give to articulation. But you will have to truly develop your own meaning, your own group's meaning, in order that you might see exactly what articulation means to you.

(6) When even a few of the groups or individuals look upon themselves as reservoirs from which resources can be drawn. You know to accomplish educational objectives we have to have resources, we have to have groups who are willing to give of their resources and even give a resource when it is not going to give a direct return, though perhaps an indirect return. New River Community College has attempted to do this in helping share the cost and expenses involved with your participation. We have to look upon the public schools for providing some resources and assisting with promotion of articulation. Someone must see himself as being able to provide what is needed for articulation.

(7) When cooperating groups believe something can be done about articulation. You know there is not a greater characteristic to me in the world than this characteristic we call belief. If we believe the thing is important, if we believe it can be done, if we believe it is worthy of our time, truly believe, then we are going to accomplish a great deal more. You know even in an organization where you have administrative leaders, a great deal depends on belief. If the administrator has faith and belief in his faculty, they are going to accomplish a great deal more. If they believe the administrator is concerned about them, they are going to accomplish

a great deal more. If you believe in the outset this morning that you are going to do something with and about articulation, there is no doubt about the success of the outcome of your efforts. And I would challenge you to have a deep sense of commitment, belief and obligation as you move into your program. When cooperating groups believe something can be done about articulation and when articulation can be seen as mutually benefitting each group, credibility results. If you are here this morning with the feeling that articulation is going to mean something to you and your group, you will accomplish much more.

(8) When articulation is seen as a means rather than an end. We talk much in the world today about means and ends. Articulation is not an end in itself, but it is a means to an end. It is the means to the end of more enriching and more effective, more efficient, more outstanding learning experience for all those students with whom we work. And just to gain articulation is not enough, but we must gain the kind of articulation that will lead to those enriched experiences.

(9) When groups attempting to articulate are informed, involved and alert to needs and possibilities. I believe through these nine implications from the research, we can make articulation work more effectively.

We have examined here together the meaning and philosophy of articulation and we have examined some of the behavior through which we think it can be accomplished. Let me conclude my remarks this morning by considering the need for articulation and a few of the benefits. First of all the needs. Some time ago I read the report by two consultants that made a comprehensive study

of adult and continuing education between public schools and community colleges in Virginia. Dr. Joseph Norton and Dr. James Wattenbarger from the University of Florida came to this state and perhaps spent as long as a year in the study of adult and continuing education programs, and they examined our vocational and technological programs in the community colleges and public schools in an attempt to provide advice and recommendations for the State Board of Education and for the State Board of Community Colleges about how efforts could be put together and where there were possible areas in the future for coordination and articulation. There was a great concern then, and I think there is a great concern now, with that is rapidly happening in the development of education across the state. And while this concern is great in the New River Valley and in this part of the state, it is of even greater concern in other parts of the state. The examination and study committee basically found that there were three equally challenging community continuing education movements in Virginia which were steadily moving toward a confrontation:

(1) Rapidly expanding community college programs with commitments and education mandate by the state to serve the total education needs of youth 18 years of age and over as well as adults.

(2) Well-established, continuing-to-grow secondary school programs serving secondary youths 17 years of age and under, and adult vocational and technical education programs and citizens across the state.

(3) Finally, there was a complex rapidly growing, continuing to expand statewide program of extension education from senior colleges and universities, particularly comprehensive programs from VPI & SU. So as these three adult and continuing education institutions continue to expand and continue offering services, the committee and the leadership in the state of Virginia saw a real confrontation coming about and so there was a challenge from the report of this committee that we indeed do try to build programs and procedures of articulation in every community so that community colleges, public schools, and college and university extension programs might work closely together.

I, personally, believe there are ways in which these things can be accomplished. Some of the real problems and the corresponding needs which this task force or study group saw are:

(1) A duplication of effort and a dissipation of scarce human and material resources;

(2) The rise of competitive programs, and perhaps even resentment toward competing groups;

(3) Citizen and taxpayer dismay and an absolute refusal to continue high levels of support for what would seem to them to be wasteful overlap of programs and resources;

(4) Low-level and non-existent communication and cooperation in groups;

(5) Possible breaks and deep gaps in educational opportunity for many individuals and groups of citizens;

(6) Lack of unity and lack of sufficient concern on difficult but common problems such as education for the disadvantaged and for special groups and for special citizen political problems in communities.

As they identified those problems and those corresponding needs, they suggested that articulation was the one way, a kind of cooperation that we could avoid those confrontations, and we could truly move to cooperative programs and cooperative spirit which would enhance the work of all three organizations in every community.

I could go on and mention a lot of other problems, but I would rather talk about the benefits that they recommended which might come from articulation:

(1) They said there could be a greater awareness and understanding of jobs and job opportunities. There is nothing more important to me in the field of occupational and technical education, and perhaps in all other fields, than for everyone in the communities to be, first of all, aware of jobs which exist, to be knowledgeable about those jobs, and to be knowledgeable about training opportunities and resources for preparing oneself to work in one of the jobs. With the kind of articulation which we are talking about, this awareness can be a reality.

(2) Greater awareness and understanding of training needs and opportunities for satisfying those needs.

(3) Faculty interaction, mutual growth, and exchange of ideas- a mutual respect. You know working together, people learn to like each other. Working apart, there is just no way you can like one another. I guess

one of the reasons families grow apart is that they don't do things together, so they begin to dislike each other. I guess one of the reasons faculty within one educational institution begin to dislike each other is because they don't do things together. When they do things together they begin to develop a mutual respect and understanding and a liking for one another. The same thing is true among different organizations. If organizations work apart, there are no opportunities for understanding, there are no opportunities for interacting, and thus there are no opportunities for mutual respect and liking one another.

(4) The transferability of students and an unbroken learning activity procedure becomes easier and more comfortable to work with.

(5) Cooperative endeavor enhances the ability to deal more efficiently and effectively with the disadvantaged and other students with special needs. It takes a real effort and great resources to work with some of our students' difficult problems. Many times, one organization will not be able to provide the necessary resources alone.

(6) Real in-service education for teachers who are genuinely leading their own efforts in this respect. Articulation can bring in-service education alive for individuals and make it possible for us to do a much more effective job with in-service education.

(7) More efficient and effective use of human and physical resources.

(8) Effective curriculum development and instructional evaluation.

(9) More meaningful learning experience for all people concerned.

These are some of the benefits of articulation. challenges of psychology and definition, the challenge of problem and corresponding needs, and I have mentioned the opportunities and the benefits that can come from articulation. I would like to leave you with the challenge as you move into your conference. Become involved.

Thank you.

AGENDA
NEW RIVER ARTICULATION CONFERENCE
New River Community College
April 28, 1973

9:15	Call Conference to Order -- McCarty Welcome -- McCarter Articulation Effort Up to Now -- McCarter
9:30	Introduction of Keynote Speaker -- Cooper Keynote Address and Discussion -- Adams
10:00	Announcements and Instructions for Group Work 1. Review Conference Objectives (Specific) -- Cooper 2. Today's Objectives -- Cooper 3. Introduction of Consultants -- McCarty 4. Group Room Assignments: Business -- Room No. 138 English -- Room No. 139 Guidance -- Room No. 140 Math & Science -- Room No. 142 Occupational -- Room No. 143 General Conference Room -- No. 141
10:30-10:45	Break
10:45	Group Session No. 1 Select Group Chairman and Secretary Discuss Conference Objectives Discuss Articulation Problems For Your Area
12:00-1:00	Lunch (On Your Own)
1:00	Group Session No. 2 Review, Examine, and Discuss Curriculum Materials
2:30-2:45	Break
2:45	Group Session No. 3 Develop a Structure for a Continuing Articulation Program for Your Area Plan Work for the Next Two (2) Conference Days (Include Program Visitations for Afternoon of May 5th) Prepare a Written and an Oral Report on Today's Group Proceedings
4:00	Oral Group Progress Reports Presented by Group Chairmen Recommended Agenda for May 5th Written Group Reports to be Turned in to Conference Coordinators by Group Secretaries All Participants Turn in Name Tags
4:30-4:45	Special Meeting for those Registered for Credit

AGENDA
New River Articulation Conference
May 5, 1973

		Coffee and Donuts
8:30	General Meeting	Secure Name Tags
	Ron Biesecker	Current Admission Practices at New River Community College
		Current Academic Placement Practices at New River Community College
		Problems Associated with Admissions and Academic Placement
9:15 - 10:00		Tour of New River Community College and Break
10:00	Group Session No. 4	
	Business	Extensive Tour of New River Community College Business Department
	English	In-depth Discussion of Conference Objectives 4, 6, and 7
	Guidance	Members will visit the other groups to discuss the counselor's role and to become more familiar with the various areas
	Math and Science	Study the sequence of course offerings from the high school to college level and examine the Math books used at New River Community College
	Occupational	Possible speaker (Conversion to the Metric System); Review of Agriculture Programs by guest speaker, Stan Burk
11:45 - 1:00	Lunch	
1:00	Business	Visit to Floyd County High School Business Department
	English	Review of Materials and Sample Papers

	Guidance	Review of Comments from Morning Sessions; Guidelines for use of CLEP Test this Fall
	Math and Science	Further Examination of Curriculum Materials Brought to the Meetings by Participants
	Occupational	Review Study of the New River Community College Occupational Offerings
2:30 - 2:45	Break	
2:45 - 4:00	Business	Continuation of Visit to Floyd
	English	Visit and Review of Library and Remedial Instruction Packets, etc.
	Guidance	Development of Recommendations to Resolve Problems with Admissions and/or Academic Placement
	Math and Science	Continuation of Above and Review of Math Needs of Students Entering the Occupational and Pre-engineering Programs
	Occupational	Continuation of the Above and Identification of Programs and the Respective Instructors for Future References
4:00 - 4:30		Consultation Period for Those Enrolled with EDVT 5091

AGENDA

New River Articulation Conference
May 12, 1973

8:30 - 8:45	Registration	Arrive at Donaldson Brown (CEC) Continuing Education Center and register for conference at the front desk
9:00 - 12:00	Assemble in auditorium	"New Dimensions of the Counselor's Role in Career Education" by Dr. Norman Gysbers, Pres. National Voc. Guidance Association Attend any <u>two</u> of the five sessions on career education programs operating in Va.
12:00 - 1:00	Lunch for EDVT 5091 enrollees	
12:00 - 1:30	Lunch for other conference participants	
1:00 - 1:30	Meeting of those enrolled in EDVT 5091 Room # <u>A</u>	
1:30 - 3:00	Group meetings of all participants: Business - Room # <u>A</u> English - Room # <u>C</u> Guidance - Room # <u>D</u> Math & Science - Room # <u>E</u> Occupational - Room # <u>F</u> Groups are to: (1) Review minutes of previous meetings and formulate specific, detailed and concrete recommendations for future action by persons, groups, committees, etc., to implement procedures and solve problems relating to articulation between the high schools and community colleges.	

(2) Recommend practices and procedures for improving horizontal articulation between high schools.

(3) Make recommendations concerning future action of the steering committee with administrators.

(4) Make recommendations concerning representation of the total steering committee and for your group representative(s) on the committee.

3:00 - 3:15 Break

3:15 - 4:00 Final Meeting - General Session: Room # F
Election of Steering Committee for continuing articulation efforts
Final comments and observations
Secretaries turn in all minutes.
Conference Evaluation
Adjournment

MAY 12, 1973

CLOSING REMARKS

Although Glenn and I are not really a part of your organization, on a permanent basis, we're all in the same business--education. We've been made to feel welcome and a part of this group. We have truly enjoyed coordinating this workshop-conference and feel it has not only helped us develop professionally but has helped this group to become closer to each other and gain a better understanding of each other's purposes, objectives and goals.

While we have been well-pleased with the overall conference, we must admit some disappointment resulting from the lack of participation by some school districts. For several reasons we were not able to get as many occupational people involved as we would have like and several individuals selected to participate in the workshop failed to attend. However, we are grateful to those who came voluntarily and for those who substituted.

We feel, as many of you have expressed, that for articulation to be meaningful and productive,a total commitment from all individuals and systems is needed.

We challenge this new sterring committee to reach and involve every individual possible, be it teacher, administrator, or student in this continuing process of articulation.

You have as a result of the work of 35-40 professionals these past three (3) days, many sound suggestions and recommendations for the improvement of articulation between New River Community College and the high schools you represent.

I must add one word of caution. Remember the end goal or objective of this process is to improve the quality of education provided to every student in your system and not to glorify your school or make your job less demanding.

At this point I'd like to share with you a rather appropriate analogy. It's called "Leave It For Somebody." Fred Somebody, Thomas Everybody, Peter Anybody, & Joe Nobody were neighbors, but they were not like you and me. They were odd people and most difficult to understand. The way they lived was a shame. All four belonged to the same church, but you would not have enjoyed worshipping with them. Everybody went fishing on Sunday or stayed home to visit with friends. Anybody wanted to worship but was afraid. Somebody wouldn't speak to him. So guess who went to church--uh, huh--Nobody. Really Nobody was the only decent one of the four. Nobody did the visitation. Nobody worked on the church building. Once they needed a Sunday School teacher. Everybody thought Anybody thought Somebody would do it. And you know who did it? That's exactly right . . . . .Nobody!

With these thoughts in mind, we would hope that the members of this new committee would take effective action upon the suggestions and recommendations coming from the conference.

CONFERENCE EVALUATION

Short Term

Please evaluate this conference by answering the following questions. Use the following scale for rating: (1) Strongly Disagree; (2) Disagree; (3) Agree; (4) Strongly Agree; (5) Not Applicable. Please circle the most appropriate answer.

I am a representative of: (1) The High School _____
(2) New River Community College _____

	Circle Only One Answer				
	SD	D	A	SA	NA
1. I was able to develop a philosophy concerning articulation between the secondary high school and the community college.	1	2	3	4	5
*No. of responses --	(0)	(0)	(14)	(20)	(1)
2. I had a clear understanding of the objectives of this articulation conference by noon of the first conference day.	1	2	3	4	5
No. of responses --	(0)	(2)	(17)	(15)	(1)
3. The conference was well structured and had continuity throughout the three days.	1	2	3	4	5
No. of responses --	(0)	(0)	(20)	(15)	(0)
4. The group consultants were helpful in providing directions and organizing the various groups to meet the conference objectives.	1	2	3	4	5
No. of responses --	(2)	(2)	(16)	(14)	(1)
5. The opening speaker for the conference provided an understandable philosophy concerning articulation and helped set the proper stage for the conference.	1	2	3	4	5
No. of responses --	(0)	(1)	(23)	(9)	(2)
6. I have a better understanding of the total high school curriculum than I had before this conference.	1	2	3	4	5
No. of responses --	(0)	(4)	(13)	(13)	(5)
7. I have a better understanding of the community college curriculum than I had before this conference.	1	2	3	4	5
No. of responses --	(0)	(0)	(8)	(21)	(6)
8. Substantial progress was made in articulating current programs.	1	2	3	4	5
No. of responses --	(0)	(2)	(18)	(15)	(0)
9. The visit to facilities at the secondary school was beneficial to the conference.	1	2	3	4	5
No. of responses --	(0)	(1)	(2)	(5)	(27)
10. This conference has laid the groundwork for a continuing program of articulation between New River Community College and the participating high schools.	1	2	3	4	5
No. of responses --	(0)	(0)	(12)	(23)	(0)

* N equal to thirty-five.

CONFERENCE EVALUATION
Page 2

	Circle Only One Answer				
	SD	D	A	SA	NA
11. This conference has helped to identify inconsistencies in course content of the participating high schools.	1	2	3	4	5
No. of responses --	(0)	(7)	(11)	(10)	(6)
12. This conference has helped to identify and eliminate unnecessary duplication and omissions between the curricula of participating high schools and New River Community College.	1	2	3	4	5
No. of responses --	(0)	(3)	(20)	(9)	(2)
13. I have a better knowledge and understanding of the placement procedures and requirements of New River Community College.	1	2	3	4	5
No. of responses --	(0)	(1)	(8)	(21)	(5)
14. The conference objectives were vague and not well defined.	1	2	3	4	5
No. of responses --	(18)	(15)	(1)	(0)	(1)
15. This conference gave me an opportunity to compare and gain a better knowledge of the remedial and preparatory programs at the high schools and community college.	1	2	3	4	5
No. of responses --	(0)	(1)	(26)	(6)	(2)
16. Through this conference, I was able to familiarize myself with existing requirements of the community college curricula.	1	2	3	4	5
No. of responses --	(0)	(0)	(19)	(11)	(5)
17. The conference consultants were of little value in meeting the conference objectives.	1	2	3	4	5
No. of responses --	(11)	(17)	(3)	(3)	(1)
18. I feel as a result of this conference the adjustment stress on students transferring from high school to New River Community College will be reduced.	1	2	3	4	5
No. of responses --	(0)	(2)	(28)	(5)	(0)
19. A continuing program of articulation is needed between the participating schools.	1	2	3	4	5
No. of responses --	(0)	(0)	(12)	(23)	(0)
20. The conference was of sufficient duration to accomplish the stated objectives.	1	2	3	4	5
No. of responses --	(0)	(0)	(26)	(9)	(0)
21. The objectives for the conference were appropriate.	1	2	3	4	5
No. of responses --	(0)	(0)	(21)	(14)	(0)
22. The conference was too long.	1	2	3	4	5
No. of responses --	(5)	(27)	(1)	(1)	(1)

CONFERENCE EVALUATION
Page 3

Suggestions for conference improvement: _____

_____

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Suggestions concerning a continuing articulation program: _____

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NEWS RELEASE

NEW RIVER ARTICULATION CONFERENCE

CONCLUDES THIRD SATURDAY MEETING

New River Community College recently was host to a special conference for articulating educational programs. Representatives from various program areas, including business, English, guidance, math, science, and occupational Education, of the college and surrounding high schools discussed the curricula of their respective programs.

Faculty members from Blacksburg, Christiansburg, Dublin, Floyd, Pulaski, Radford, and Shawsville High Schools, along with their counterparts from NRCC, worked in groups according to subject area. This conference was a sequel to several shorter conferences held in recent years involving administrators from New River Community College and the public schools in the college's service area.

As a result of this conference, the participants were able to identify unnecessary duplications and ommissions in the curricula of the high school and college programs. Inconsistencies in course content among the various high schools were identified. High school faculties became better acquainted with entrance requirements and placement procedures at the community college. Transition problems were identified and recommendations made to eliminate or minimize the problems.

A significant outcome of the conference was the formation of a steering committee for continuing articulation efforts. This committee is to be chaired by Ron Biesecker of NRCC and consists of representatives of the various programs from the participating high schools and NRCC. The steering committee is charged with the responsibility of organizing a continuing program of articulation and working with administrators in implementing the suggestions and recommendations growing out of the conference.

The conference was coordinated by Elmer Cooper and Glenn McCarty, VPI & SU, who are doing internships in community college administration at NRCC. Many participants expressed the feeling that if the conference recommendations are implemented, the adjustment stress on students transferring from high school to NRCC will be reduced and program accountability at both levels will be increased.